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ABSTRACT

The report describes the Out-of-School Youth Program, a vocationally oriented program serving 250 handicapped student dropouts in St. Paul, Minnesota, and presents a model program for handicapped cut of school youth based on that existing program. The model program consists of components that focus on the following areas: basic skills, life/survival skills, social services, a home/school communication liaison, career exploration, work experience, student advocacy, child find, assessment, dissemination, and replication. It is hoped that the program will provide students with the necessary education/socialization skills to become self sufficient, income earning young adults able to compete in the job market to the best of their ability. Aspects covered include a review of the existing program, objectives and need for assistance, results and benefits expected, plan of action, and a time line. (Author/DLS)

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MODEL PROGRAM

FOR

HANDICAPPED OUT OF SCHOOL YOUTH

1977-81

ST. PAUL PUBLIC SCHOOLS

INDEPENDENT SCHOOL DISTRICT #625

ST. PAUL, MINNESOTA

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INTRODUCTION

TARGET POPULATION - LOCAL AND NATIONAL DATA

The target population is well known to school district personnel. The would be participants consist of secondary age students who were previously enrolled in Special Education programs (MR and SLBP/Socially Maladjusted are the statuatory categories) and have now removed themselves from the rolls of public school education. Many are just sitting at home not doing much of anything. Some are working part time, and others can be found on a daily basis wandering on the streets of St. Paul. More than 50% have appeared in juvenile court. The boys outnumber the girls by almost a 3 to 1 margin. Generally, the parents are dissatisfied with the present status and wish for their teenaged children to return to school school.

During the period 9/1/75 and 12/31/77, 1065 handicapped students (MR and SLBP/Socially Maladjusted) have left school, 950 from the public school and 115 from private and parochial schools.

During the 9/1/74 and 12/31/77 period, a total of 4500 students, age 16 and over, left the St. Paul Schools. Of these 1350 were handicapped (30%) and enrolled full or part time in Special Education programs. It is possible that an additional number of the 4500 would also meet state eligibility criteria for MR and SLBP but were not receiving Special Education instruction. The St. Paul Special Education Department estimates that up to 80% of our St. Paul dropout youth are eligible for Special Education services and in need of more individualized programming. Although there are many service delivery models in St. Paul for students with special needs, there is ample evidence that many youth with problems fall through the cracks of these specialized programs. In addition, none of these special services are directed toward youth who are already out of school and who are handicapped. Reasons for leaving school given by this group of 4500 students were as follows:

Reason	Number
1. Left school at compulsory age because of school problems	4236
2. Left school because of economic problems	32
3. Placed in a correctional institution	6
4. Entered Armed Forces	86
5. Marriage	48
6. Expulsion	27
7. Pregnancy	65

In Minnesota, 84,030 fifth graders began school in the fall of 1969, 84.2% of the total group graduated in 1976. Nationally, of those children entering the fifth grade in 1964, 97% reached the ninth grade, 87% entered the eleventh grade, and only 75% graduated from high school in 1972. This data suggests that critical decisions are continuously being made by young people during these formative years as to whether or not to continue in school.

In 1970, U.S. Bureau of the Census data on non-enrollment was analyzed by the Children's Defense Fund. The Defense Fund reported that nearly two million children ages 7 to 17 were not enrolled in school. Although, the national average of school non-enrollment was 4.8%, a far more serious problem came to light. Ten

states had more than 6% of their school age population not enrolled. Among students 16 and 17 years of age and minority children, the percentage of out-of-school youth were particularly striking.

1. In 25 states, more than 10% of 16 and 17 year olds were not enrolled.
2. In 8 states, more than 15% were not enrolled.
3. In michigan, 8% of 16 and 17 year olds were not enrolled, but 14.5% of blacks that age were out of school.

In Delaware (1973-74), high school dropouts represented 3.7% of the total public high school enrollment for grades 7-12. One of every five dropouts left during the senior year. Students enrolled in Special Education programs numbered 61 and accounted for 1.6% of the 2,326 identified as dropouts.

Five principal reasons for leaving school reported in the above studies were:

1.	No interest in school	32.2%
2.	Academic failure	27.9%
3.	Health problems	15.8%
4.	Reading deficiency	14.7%
5.	Home problems	13.3%

H.A. Bullock's study of dropouts from segregated, all black schools in Houston, Texas, focuses on the way in which students become stayins or dropouts for reasons of their ability or inability to meet the expectations encountered, particularly in regard to social mobility. Bullock followed 795 males who entered 7th grade in September 1958 through junior and senior high school. By August 1964, three had died, one was physically unable to attend, and 394 were classed as voluntary withdrawals. He suggests that these students and the institution (school) have not found a common ground. Bullock placed the entire responsibility for "adjustment" on the student.

Glasser (1971) states, there are only two public institutions in the United States which steadfastly deny that the Bill of Rights applies to them. One is the military and the other is the public schools. Both are compulsory. Taken together, they are the chief socializing institutions of our society. Everyone goes through our schools. What they learn--not from what they are formally taught but from the way the institution is organized to treat them--is that authority is more important than freedom, order more precious than liberty, and discipline a higher value than individual expression. Glasser asserts this to be a lesson which is inappropriate to a free society, and certainly inappropriate to its schools.

The external diseconomies from dropping out most frequently mentioned and measured are the increased unemployment and the resulting loss of taxable earnings or national output. And also, dropouts usually raise the spectre of increased crime, drug usage, and general alienation from the adult community. Out comes for students who remain in school are reported to include the acquisition of necessary skills and knowledge, improved self-image, a positive attitude toward the community, higher earnings and status.

CHARACTERISTICS OF OUT-OF-SCHOOL YOUTH

It is usually in the upper grades of elementary school or in junior high that a student begins to encounter the problems of school failure and with it comes the first signs of alienation from the educational institution, as indicated by poor attendance, lack of interest, resentment of school authority and the like.

There does not seem to be a "typical" school leaver. He or she represents all levels of abilities and all types of backgrounds. However, based on findings in reviewing the literature, it can be said that the young person who might be identified as dropout prone is one who:

1. Is reading poorly and whose reading is not improving
2. Has a relatively high rate of absenteeism
3. Is more economically deprived than his fellow students
4. Is older than his classmates
5. Is beginning to lose interest in school
6. Is beginning to receive poor marks in school subjects, work habits, and cooperation

Early leavers are nearly always poor readers. This lack of skill is expecially a handicap in senior high school subjects most of which require extensive independent reading with no special guidance from the teacher.

Nearly all dropouts are considered to be deviants from the social system of high schools, but they differ in the norms from which they deviate and in the mechanisms through which they leave school. These norms include: maintaining certain performance levels in school work, submitting to requirements of classroom and school management, moral expectations, peer group expectations, norms generated from schools' social functions where students are expected to reject their own sub-culture and the only kind of mobility encouraged is individual, goal oriented self-improvement rather than mobility of an entire sub-culture group.

Through the act of dropping out is more or less voluntary for most students who are labeled by school staff as deviants, others are ejected. These students have been called "pushouts" and include members of cultural minorities for whom there are no programs; students whom some schools refuse to serve, as the physically handicapped and pregnant; and students with unique needs not served by schools, as the mentally retarded, the emotionally disturbed, and those with perceptual handicaps.

RECOMMENDATIONS IN REVIEW OF LITERATURE

School systems seeking to face the issue dropouts raise should identify the specific expectations in the school environment that dropouts are failing to meet. If these expectations prove to be unnecessary for educational achievement, a school system wishing to reduce its dropout rate should abandon them. Individual differences should be respected in practice, not just on paper. Students procedural, political, and personal rights should be respected, and Special Education services should be provided for students with unique needs.

To reach the dropouts and give them a reason for staying, the school would have to take lower class life seriously as a condition and a pattern of experiences, not just as a contemptible and humiliating act of circumstances that every decent boy or girl is anxious to escape from. School personnel would have to accept their language, their dress, and their values as a point of departure for disciplined exploration, to be understood not as a trick for luring them into the middle class, but as a way of helping them to explore the meaning of their own lives. Can we... do we even really wish to...help them deal with their situation on their terms with our resources, while leaving our way of life aside till somebody asks for it.

It is necessary to revamp the curriculum to make it meaningful to young people. For example, have students gather data on rent differentials and on prices charged by neighborhood peddlers, the "ethnic" jewelry stores, the installment furniture companies and the used car lots with the interest they pretend to charge.

Such curriculum modifications mean the removal of the hard-cover basic text assigned by the district, and the substitution of a more flexible, fluid course of study that is responsive to the individuals in the program and to their immediate needs and interests. Alternative programs are small and more personal than the traditional school setting. Particular attention should be given to the transition pressures for children entering junior high school.

State Departments of education and the Federal Government should recognize these needs and alter their funding patterns appropriately to make funds available for the design, demonstration, evaluation, and technical assistance to local school districts to implement more alternative programs in public schools.

ABSTRACT

MODEL PROGRAM ABSTRACT

The St. Paul Public School Special Education Handicapped Student's Model Program, is based on the Out of School Youth Program, a Vocationally-Oriented Program serving 250 handicapped student dropouts in its second year of operation. The model program will consist of six components. These will be:

1. Education Component
    a) Basic Skills
    b) Life/Survival Skills
2. Name/School Component
    a) Social Services
    b) Home/School Communication Liaison
3. Vocational Component
    a) Career Exploration
    b) Work-Experience
4. Student Advocacy Component
    a) Community Agencies
    b) Court System
5. Out Reach Component
    a) Child-Find
    b) Assessment
6. Project Outreach
    a) Dissemination
    b) Replication

A Handicapped student enrolled in this program can expect to be provided the necessary education/socialization skills to become a self-sufficient, income earning, young adult, able to compete on the job market to the best of her/his abilities.

As a result of completing this program, a handicapped student will become an independent, self-sufficient person.

The over-all objective of this program is to maintain a model program to serve 250 Out of School Handicapped Youth, 30% of who will be economically disadvantaged in St. Paul, and then to replicate this model program in five East Metro districts all within 35 miles of St. Paul. It is the intent of the program to provide a new approach to delivery of service. The program will address itself to meeting the total needs of these students, that is:

a) meeting their academic needs

b) meeting their health/living skills needs

c) meeting their vocational needs

d) meeting their social/emotional needs

e) meeting their community inter-action needs

PROGRAM REVIEW

I. Accomplishments Since October, 1978

A. Started Recruitment of Staff for the Model Program

1. Posted Job Descriptions
2. Established Interview Committee
3. Contacted the following in order to recruit from all areas:
   a. State Man Power Services
   b. St. Paul Career Guidance Center
   c. University of Minnesota
   d. District Affirmative Action Officer
4. Screened all applicants
5. Selected Staff

B. Continued Recruitment of Out of School Youth

1. Prepared and reviewed computer reports to develop comprehensive list of all district Out of School Handicapped Youth, ages 16 to 21
2. Recruited 309 handicapped youth
3. Screened and accepted 249 handicapped students into program
4. Referred or placed 60 students in other appropriate educational settings
5. Prepared 115 Individual Educational Plans (I.E.P's) as of December 13, 1978
6. Accepted, with I.E.P's, five handicapped students from target districts/agencies

C. Established Early Education Program for High-Risk Babies of Enrolled Student Parents

1. Prepared documentation of need
2. Submitted budget proposal to district superintendency
3. Provided care for 27 high-risk babies/toddlers

D. Prepared Brochure for Distribution to Target Agencies/Districts and for Out of State Districts Requesting Information About Out of School Youth

E. Recruited and Established the Advisory Council and Held Two Meetings of Same

F. Held Two In-Service Sessions for Staff

G. Provided Full Services to Students

1. Started follow-along services to students
2. Started and placed students into both subsidized and unsubsidized employment
3. Reviewed I.E.P.'s with students and parents
4. Continued referral services to students in the area of social services
5. Started court service assistance to students involved with the courts
6. Continued educational program
7. Prepared and mailed out student progress reports

H. Prepared ten (10) students for "Early Graduation", breakdown as follows:

1. College - two (2) accepted
2. Vocational School - three (3) accepted
3. Fall employment - two (2) placed
4. Seeking placement - two (2)

I. Mailed Out Information to Out of State Districts Requesting Program Data

II. Descriptions of Milestones Anticipated With the 1979-80 Funding

A. Preparation of Sound-Cassette/35mm Slide Presentation Package

B. Compilation of the Comprehensive Model Out of School Youth Program Plan Into a Written Manual

C. Planning for Service/Replication for the End of 1979-80 School Year

D. Start Collection of Data on Target District/Agency Requests for Information On Program and on Requests for Copies of Manual

E. Start Presentation of Rough-Draft Slide-Tape Document to All Interested Persons, Districts, and Agencies

III. Explanation of Significant Changes in Project Objectives, Location, or Approach

A. No Significant Change in Project Objectives

B. Possible Change of Location Due to Anticipated Closing of Several Schools (Elementary and Junior High) by the District

C. No Significant Change in Approach

IV. Reasons for Time Delays

A. Lateness of Notification of Grant Award

B. Time-lag Between Grant Award and Initiation of Staff Recruitment, Screening Hiring, and In-Servicing

C. Unexpected Difficulty of Hand-Tabulation of Computer Lists of Handicapped Drop-Outs Between Ages of 16-21

V. Changes in Personnel and

A. No Significant Changes in Personnel and Vitae for New Staff

B. HCMP Staff Vitaes in Appendix D

VI. Completion of Budget Form (608T) and Justification of Budget Items

A. Increased Salary Levels of Staff due to Settlement of Contract Between District and Employee Bargaining Unit

B. Need for Instructional Equipment for Use by Students that will also Be Used to Prepare Sound-Slide Presentation Package

(This is needed to start replication process)

C. Budget Form (608T) located in Front of Proposal

VII. Exploration of Difference Between Present Budget Request and Estimate in Original Application is the Same as Item VI, A, B, and C.

VIII. *Data Regarding Number and Ages of Students Identified as Handicapped

A. District #625 Has Identified 4,831 Handicapped Students

B. The HCMP is Providing Service to 249 Handicapped Students

C. There are a Total of 16,357 Handicapped Students (as of December, 1978) in the East Metro Area

D. As to the Number and Ages of Students Being Served by the HCMP:

1. We have currently enrolled 249 handicapped students

2. The average age of these students is currently 18.7

E. Average Length of Time for Students in the Program

1. For Successful completors, 15 months

2. For non-completors who keep dropping and coming back - not yet determined

F. Number of Personnel Currently Being Trained, is Forty

* (Please see Appendix)

G. Drop-Out Data for District #625

1. Total number of drop-outs between the ages of 16 - 21, as of December, 1978, is 4,493

2. Total number of handicapped student drop-outs between the ages of 16 - 21, is 1,460 (Please note that as the I.E.P. determines the definition of "handicapped", this figure is an approximation)

a. Of these 1,460 students, 701 are female, 759 are male

b. Of these 1,460 students, the average age is 18.7

3. Of the 115 I.E.P.'s completed by the HCMP (See Appendix), the following breakdown occurred:

a.	L.D.	=	19.15%
b.	E.M.R.	=	20.90%
c.	Phys. Hcpd.	=	.86%
d.	H.I. & Deaf	=	.86%
e.	E.E.	=	57.37%
f.	Other Health Impaired	=	.86%
	Total of N = 115	=	100.00%

IX. Description of Products That Will Be Developed

A. Slide-Sound Cassette Presentation

B. Manual on How to Serve Handicapped Out of School Youth

C. Manual on Techniques of Student/Family Contacts

D. Brochure for Presentation to District Community Agencies and for East Metro Target District/Agencies

OBJECTIVES AND NEEDS FOR ASSISTANCE

I

1. Objectives and Need for Assistance

A. Need for Assistance

The need for developing and maintaining a model program for Out of School Handicapped Youth is critical. In District #625 an average of 1300 students drop out of school each year, 27% of these are handicapped students. State and federal laws recognize the need for Out of School Handicapped Youth to receive service. This service is the first priority of P.L. 94-142. Quality programs can only be created when assessment procedures, instructional materials, and inservice training curriculums have already been developed for use.

School Boards, superintendents, and other administrative personnel need to be equipped with data and arguments to support delivery of service to Handicapped Out of School Youth. Technical assistance groups such as the Special Education's Handicapped Students Model Program (Drop-Outs) can lay a foundation for acceptance through a planned procedure for setting up a program utilizing limited resources with clear and reasoned justification for providing that service.

Assuring parents' rights to participate in the educational planning and programming of their handicapped children is of prime importance. P.L. 94-142, the Education of all Handicapped Children Act, recognizes this fact. The State of Minnesota, in its adopted State Due Process Regulations regarding the placement of children needing Special Education services, is in accord with this endeavor.

Greater effort to coordinate and expand the Child Find System in Minnesota, in attempting to meet the first priority of P.L. 94-142, has resulted in the identification of large numbers of handicapped youth over 16 who have left school and are receiving no educational services. To identify these youth without provisions for service is inconsiderable.

Therefore, the Model Program activities focus on preparing St. Paul and other districts to develop and maintain programs which encourage the older (16-21) handicapped student to return to school.

Goal Statement

The Model Program has as its goal to initiate the establishment of a vocationally oriented model program to service Handicapped Out of School Youth in the district and thereby help establish new, high quality programs for handicapped youth and their families in other districts, and to encourage the improvement (where indicated) of already existing Out of School Youth programs.

B. Objectives

Objective I:

To develop a comprehensive plan based on the Model Out of School Youth Program for serving drop-out handicapped youth.

Activities

A. The writing of a descriptive plan will be based on all the following essential components of the Model Out of School Youth program:

1. Identification and screening
2. Assessment
3. Individual Educational Plan (IEP)
4. Curriculum and program structure
5. Parent involvement and communication/counseling service
6. Staff development

Evaluations

A. The comprehensive Model Out of School Youth Program plan will be compiled into a written manual format to be available on or before 30 June 1979.

B. Informational data will be sent out to various East Metro districts and agencies during the summer of 1979. A log will be maintained on how frequently information concerning the manual is requested by these districts or agencies.

C. After 30 October 1979, data will be collected as to whether target districts/agencies, or other interested groups utilize the manual as a resource for their existing programs, as to whether it is utilized as a replication source to initiate service to drop-out handicapped youth.

Objective II:

To enroll up to 100 dropout youth at all times in this project and to mutually negotiate and implement individualized educational agreements with at least 75% of these youth.

Activities

A. Selection of handicapped drop-out youth:

The St. Paul School District, student accounting office, maintains a computerized record of all public and private school dropouts from within St. Paul. The project supervisor will secure this listing and select youth to be contacted by the staff based on the following criteria: (a) be between the ages of 16 and 21 years with a W5A (school problems) reason for dropping out; (b) have a non-school attendance record for at least a three month period; (c) priority to be given to the dropouts that have been out the longest.

B. Contacting of handicapped drop-out youth:

Each staff negotiator will make a personal contact with those youth meeting the aforementioned criteria. The purpose of this contact will be to describe the Out of School Youth (OSY) Program and to

invite those youth for a personal interview who state an interest in renewing their educational planning.

C. Screening of Handicapped Drop-out Youth:

Each youth stating an interest in renewing educational planning will be interviewed privately by the negotiator. This interview will have a fourfold purpose: (1) to gain insight into the youth's stated immediate and long range educational and related goals; (2) provide an opportunity to describe the OSY project stressing the individual's responsibility in his or her planning; (3) to point up the importance of an educational/vocational skills assessment prior to plan implementation; and, (4) for the individual to make a decision on whether to take part in this project, or not. If the individual agrees to participate, a diagnostic plan of action is mutually discussed and agreed upon and a schedule arranged.

C. Arranging Individual Student Assessments:

The negotiator will arrange within one week for the youth to meet with appropriate project staff for the purpose of developing an individualized appraisal plan. The facilitator will write up this appraisal plan covering all specific details. This plan, which will vary with each youth, will be developed in cooperation with the youth, the parents, and verbally agreed upon by him/her. (Due process regulations will be adhered to throughout all steps in the process in the development of these I.E.P.'s).

E. Arranging the Educational/Vocational Appraisal:

This individually developed appraisal will make it possible for each youth to assess his/her interests, abilities, and skill levels via a variety of educational/vocational experiences. This appraisal will take place at:

1. OSY Center - the home base of the program to be developed for the purpose of educational assessment, general basic skills instruction (basic skills specific to a vocational interest);
2. Project Explore - an existing work exploration/evaluation vocational center for secondary special needs youth housed adjacent to the OSY Center;
3. Other school and/or community facilities, including the Child Development Center.

F. Developing and Facilitating the Individual Educational Plan:

1. The negotiator and youth (dropout) will review and make a tentative selection of the educational resource that would appear to best meet the agreed upon educational objective. The educational plan will generally fall into one of our goal areas: 1. preparation for GED; 2. securing a high school diploma; 3. individualized basic skills development; or, 4. special vocational skills tutoring. All educational planning will conform to the State Department of Education rules and regulations.
2. The negotiator will make contact with the educational resource(s) tentatively selected. The purpose of this contact will be to review their potential, willingness, and availability to initiate planning with the student. If the resource appears appropriate, the teacher-negotiator will schedule a meeting for the youth to meet with the educational resource representative to clarify plans, arrange scheduling and transportation, and to

complete the Service Plan Agreement. This Plan Agreement will be signed by the student.

Evaluations

Assessment of this objective will be Data showing that:

A. Forty percent of the Handicapped Youth personally contacted will sign the Plan of Service Agreement.

B. Data collected and maintained showing the total number of drop-out handicapped youth contacted.

C. Data collected and maintained showing that at least 100 drop-out youth are involved in the program at all times after the first quarter.

Objective III:

To negotiate and implement individualized educational plans that will result in measurable gain in basic skills for 2/3 of the identified population as measured by instruments, locally developed and/or selected, given before and after intervention.

Activities:

A. Identification:

Procedures for identifying the eligible students are outlined in Objective II.

B. Assessment-Instrument Selection:

A third party evaluator will approve those instruments that will give reliable baseline data and that will give the basic skills instructor information necessary to formulate an individualized educational plan.

C. Implementing Assessment:

Where applicable, recent available data from the referred youth's last school will be used in lieu of a complete assessment at the OSY Center. When this is not available, the same educational assessment procedures outlined in Objective II will be followed.

D. Plan Development:

The facilitator, youth and parents will review the assessment and make a tentative selection of the educational resources that would appear to best meet the established need(s). Selection of the resources will be for the expressed purpose of general basic skills improvement or specific basic skills development (basic skills specific to a vocational interest). The assumption is that not all students re-entering will be committed to earning a diploma or GED.

E. Plan Facilitation:

The facilitator will be responsible for facilitating the plan. He/she will follow procedures outlines in Objective II; such as arranging transportation, reinforcement programming, planning flexibility, utilizing the OSY Center, etc.

F. Follow Along Service:

The negotiator will maintain a follow along plan agreeable to the student and teachers. Initially, this effort will be quite intensive. Regular assessment conferences will be held on a twelve weeks, or less, basis. Each teacher will be responsible for maintaining progress reports in relation to the prescribed plan agreement. These progress reports will be developed by the project staff and should provide documentation in regards to gains in both educational

skills and personal adjustment.

C. Planned Communication:

The negotiator will be responsible for making immediate student follow up contacts when questionable absences, tardiness, and other problems take place. A prompt, efficient system for communicating this information to teachers will be the responsibility of each negotiator.

Evaluation:

Assessment of this Objective will be by:

A. Data showing the completion of all I.E.P.'s within a 30-day period from initiation.

B. Data showing measured gains in basic skills by at least 2/3 of the participants.

C. Data showing observed/logged gains in personal adjustment by the participants.

Objective IV:

To negotiate and implement individualized vocational plans that will result in measurable gain in vocational skills for 2/3 of the identified population as measured by instruments, locally developed and/or selected, given before and after intervention.

Activities:

A. Identification:

Procedures for identifying the eligible students is outlined in Objective II.

B. Assessment:

A vocational appraisal system developed by Project Explore staff

will make it possible for each youth to assess his/her vocational interests, aptitudes, and abilities via a variety of vocational experiences at Project Explore or other school and community facilities.

C. Plan Agreement:

The results of this appraisal will be shared by the appraisal team, the negotiator, and student. The responsibility of this negotiator will then be to assist the individual via counseling to develop a vocational plan of action. When agreement on this plan takes place, it is important that a negotiated agreement form be filled out and signed by the youth, the negotiator, and the parent (if youth is under 18). This plan may be renegotiated at any time.

D. Plan Development:

The negotiator and the youth, plus other resources when involved, will review and make a tentative selection of the vocational resources that would appear to best meet the agreed upon vocational objectiv(s). Vocational planning will generally fall into one of five goal areas:

1. In depth work exploration
2. Work adjustment training
3. Skill training
4. Part time on-the-job training
5. Job placement

All vocational planning will conform to State Department of Vocational Education rules and regulations.

E. Plan Facilitation:

The negotiator will be responsible for facilitating the plan.

He/she will follow procedures outlined in Objective II; such as, arranging transportation, reinforcement programming, planning flexibility, etc.

F. Follow Along Service:

The negotiator will maintain a follow along plan agreeable to the student and trainer. Initially, this plan will be quite intensive. Regular assessment conferences will be held on a twelve week, or less, basis. Each teacher will be responsible for maintaining progress reports in relation to the prescribed plan agreement. These progress reports will be developed by the project staff and should provide documentation in regards to gains in both vocational skills and personal adjustment.

G. Communication:

The negotiator will be responsible for making student follow up contacts when questionable absences, tardiness, and other problems take place. A prompt, efficient system for communicating this information to teachers will be the responsibility of each negotiator.

Evaluation:

Assessment of this Objective will be determined by:

A. Data showing the appraisal results of the appraisal team (Project Explore) and the appropriate correlation of the negotiated work/vocational agreement.

B. Data showing the improved Vocational Skills/Work Habits of at least 2/3 of those participating in the Career Exploration/Work Experience section of the program.

C. Data gathered from the assessment conferences showing that at least 2/3 of the participants have shown improvement in their personal adjustment.

Objective V:

To assist 50% of those youth writing educational agreements to actually complete their agreement, with a minimum of 25% securing high school diplomas or G.E.D. certificates, and 30% accomplishing vocational training goals.

Activities:

A. Once the individualized educational/vocational plan is arranged, a definite follow along service, to be provided by the negotiator, will be mutually agreed upon by both the student and the negotiator. This follow along service will be included in the written educational/vocational plan. This is an essential service to reduce program drop-outs so prevalent in this population.

B. The negotiator will be responsible for making immediate student follow up contacts when questionable absences, tardiness, and other problems take place. A prompt, efficient system for communicating this information to the teacher will be the responsibility of each negotiator.

C. A work experienced handicapped coordinator will be responsible for establishing group guidance sessions for students in his caseload. These sessions will be held on a regular basis and will deal with significant student needs and concerns. Students involved in half time work experience and training programs will meet a minimum of once a week to conform with Vocational Education standards.

D. To avoid transportation obstacles in planning, the social worker will be responsible to see that students have access to transportation for all educational/vocational programming. Easy Rider and punch cards will be available to students as needed by the social worker.

E. The concept of "reinforcing positive behavior" should be built into all aspects of this project by the project supervisor. Financial incentives will be utilized on a selected basis as "motivators" to initiate positive adjustment behaviors. The negotiator will facilitate all incentive programming on a very select and individualized basis. The concept of encouragement and student support, by all staff members, will be stressed throughout all staff in-service training programs.

F. Training plans should be arranged that will guarantee the greatest student attendance and participation. This will require flexibility in planning to include evening educational/vocational efforts as well as day programming.

Evaluation:

Assessment of this objective will be determined by:

A. Data showing that 25% of the participants either received a diploma, or a G.E.D.

B. Data showing that 30% of the participants accomplished their vocational goal for the year.

C. Data showing a positive correlation between participants receiving a financial incentive and their attendance.

D. Data showing that each participant was enrolled in the day or evening program of his/her choice.

Objective VI:

To assure that 60% of those youth completing their Vocational/Educational Training Plan secure employment appropriate to their vocational/educational training objective as measured by a locally developed monitoring system.

Activities:

A. Job Placement Planning:

The work experience handicapped coordinator willl assist each student in developing a "job placement plan" as the prescribed vocational/educational training program nears completion. This placement will take into consideration the student's interests, aptitudes, adjustment, training performance, and general capacity. This plan will incorporate the team approach to job finding, making full utilization of the Minnesota Employment Service, allied job placement agencies, want ads, and student job contacts, plus other specialized resources. This placement plan will be in writing and signed by the student, work experience handicapped coordinator, and other major placement partners.

B. Job Placement:

When determined necessary by the work experience handicapped coordinator, and agreed to by the student, the Project Explore "job seeking skills" program will be utilized as a preparatory step to job placement. A minimum of weekly job placement meetings will be held between the individual student, work experience handicapped coordinator, and other key placement personnel to assess progress toward placement goals and to initiate new placement efforts until placement is achieved.

C. Placement Follow Up:

When job placement is attained, follow up services will be provided by the teacher-negotiator on a prescribed basis agreeable to the

student, teacher-negotiator, and job supervisor. Initially, a minimum of one follow up contact per week will be recommended, with such contacts lessening as job stability develops.

D. Placement Plan Adjustment:

When indicated and agreed upon by the student, work experience handicapped coordinator, and job supervisor, adjustment or changes in the planning should be made. OSY services will remain available to the student throughout the duration of the project.

Evaluations

Assessment of this Objective will be determined by:

A. Data logs showing that 60% of the participants signing a Vocational/ Educational Training Plan secured employment.

B. Data logs showing participant attendance at the weekly job placement meetings will be maintained.

C. Data logs showing regular follow-up service provided by the Work Experience Handicapped Coordinator.

D. Data showing that when a participant was unable to successfully handle a job situation, he/she was provided services by OSY staff, and if at all possible, placed in another appropriate job site.

Objective VII:

To provide Daily Living Skills/Survival Skills to participants in order that they have the opportunity to learn how to manage a home, family, and finances, or at the very least learn how to become self-sufficient and independent.

Activities:

A. The class activities will center around the following areas:

1. Managing Money

It is important for handicapped students to learn how to manage their money. This would include balancing expenses with income, using a checking and savings account, paying bills on time, using and abusing credit, and planning ahead when making purchases. Computational skills in figuring expenses and balancing a checkbook are necessary academic skills which will need to be reinforced. Furthermore, students should be made aware of what reliable resources are available and how to use them.

2. Selecting, Managing and Maintaing a Home

Students must learn how to select and care properly for a home, its furnishings and equipment, particularly since such equipment is expensive to purchase and repair. Repair of appliances, broken furniture, electrical plugs, plumbing, etc., should be given a significant amount of emphasis in curricular efforts. Also, students should be made aware of available resources and how to use them.

3. Caring for Personal Needs

Grooming and hygiene methods, sex education, and physical fitness are needed to care for personal, bodily needs. Good grooming should be stressed in relation to gaining peer acceptance and creating a good impression on others; such as prospective employers, teachers, etc. Also, students should have a knowledge of facilities available in order to take care of their physical needs. Good appearance reflects good health.

4. Raising Children and Family Living

Students will have to be made aware of the responsibilities involved

in marriage. They will have to understand the components of effective family living: setting goals and making decisions, choosing life styles, managing available resources, expanding and controlling family size, providing for needs of children and adults, and ensuring the safety and health of all family members.

5. Buying, Planning and Preparing Food

   Training in planning nutritional meals, purchasing, caring and storing and preparing food is necessary for all students. Learning how to work safely in the kitchen, including the proper use and caring of equipment should be stressed.

6. Buying, Selecting and Caring for Clothing

   Learning how to purchase appropriate clothing, cleaning and pressing apparel, and mending clothing should be included in the student's training. Dress which is appealing by color coordination and cleanliness is an important consideration.

7. Understanding Civic Rights and Responsibilities

   To become a contributing member of the community, the student must learn about the rights one has, how to register and vote, citizen responsibilities, and state and local laws which will affect them.

8. Utilizing Recreation and Leisure Time

   Knowledge of possible leisure activities and resources should be made available to students. Such activities are valuable in building personal friendships, motor skills, self-confidence, and other competencies needed by these students.

9. Getting Around the Community

   The student must become familiar with and utilize inter and

intra-city travel resources and agencies that can aid in mobility needs. It is paramount that one is able to get around efficiently in his work, leisure, and civic pursuits.

Evaluations:

Assessment of this Objective will be data showing:

A. The attendance of at least 50% of the students in these classes.

B. The progress reports of the students participating in these classes.

C. The completion of this area of competency by OSY students that are graduating seniors.

Objective VIII:

To develop written materials in regard to a student/family contact approach, and a parent involvement strategy.

Activities:

A. The caseworker/negotiator will keep logs concerning both referrals and field reports detailing approaches and reaction to their approaches by students and families.

B. Staff meetings with the caseworker/negotiator, facilitators, and program supervisor will serve to develop strategies to involve the parents in active participation in their students program participation.

C. Workshops will be held in December and June to analyze the referral logs and field reports in order to prepare a strategies manual dealing with parent involvement.

Evaluation:

Assessment of this objective will be by the printing of the end product, a manual depicting parent involvement strategies and student/family contact approaches.

Objective IX:

To develop a brochure for both community education and for presentation to other East Metro school districts or agencies.

Activities:

A. Key data concerning program activities will be reviewed for preparation into a concise, easy-to-read format.

B. Program objectives will be reviewed and re-written to fit into a concise, easy-to-read format.

C. Program alternatives in Vocational/Educational offerings will be reviewed and prepared into a concise, easy-to-read format.

C. A description of the program will be prepared, outlining all sections (components of the program) into a concise, easy-to-read format.

Evaluation:

Assessment of this objective will be by the printing and distribution of this brochure.

Objective X:

To develop a sound-slide presentation to gain support from local school boards, regular and Special Education administration, community agencies, and other personnel.

Activities:

A. Photograph students of various ages and handicapping conditions (16 through 21 years of age) in classroom and related program components.

B. Illustrate staff guiding students in tasks involving the basic skills, vocational skills, language skills, survival skills, self-help skills and social and cognitive skills.

C. Illustrate parent involvement in the program during educational and social activities.

D. Develop a narrative that describes the philosophy of early intervention, capsulizes test data, provides anecdotal reports concerning students.

E. Offer slide-tape presentation to all interested persons to increase awareness of special education for the Out of School Handicapped Youth.

Evaluation:

A. The document's completion and a calendar plan for presenting the information throughout the districts involved in outreach will constitute the first step in evaluating the product.

B. The number of persons attending each presentation and the general nature of the groups (special education personnel, etc.,) will be collected.

C. Data will be collected on the frequency with which the slide-tape presentation is requested as a means of evaluating its efficacy.

D. The ultimate evaluation will be the decision by the target district school boards to initiate or participate in Out of School Youth Vocational/Educational Programs.

RESULTS AND BENEFITS EXPECTED

II

II. RESULTS AND BENEFITS EXPECTED

It is expected that resultant benefits of the Handicapped Students (drop-outs) Model Program will be manifold. Screening and identification of students in need of special services will continue to be expanded; extensive staff development through inservice training will be ongoing; increased technical assistance regarding programs' structure and curriculum is anticipated; technical assistance with regard to budgetary planning will continue, as will program evaluation through student progress data and by evaluation assessments; assistance in developing effective paren participation is also expected, along with the need for consultative assistance from all program team members.

The services outlined above, resulting in new or improved programs for age 16-21 handicapped students, are currently being utilized by the St. Paul Schools only, at this time. It is expected that at most East Metro Districts, five agencies will start to serve their handicapped drop-outs. It is anticipated that at least five of the districts listed below will participate in the programs replication/dissemination services.

1. Spring Lake Park District #16
2. Hastings District #200
3. Farmington District #192
4. Pine Bend District #199 (Inver Grove Heights)
5. Lakeville District #194
6. South St. Paul District #6
7. Columbia Heights District #13
8. North St. Paul District #622

In addition, the school district of North St. Paul is already receiving Model Programs' assistance in serving their drop-out handicapped students in the 16-21 year old age range. It is expected that a benefit resulting from this technical assistance would be provision of programming for drop-out special needs students identified within that district.

In the 1979-80 school year, the scope of service delivery could extend to include two more agencies. Though specific agencies have not been chosen, it is anticipated that a result of OSY awareness activities will be the addition in 1979-80 of two new target agencies.

APPROACH
AND
PLAN OF ACTION

III

III. APPROACH

A. Plan of Action

The plan of action for the St. Paul Handicapped Youth (drop-out) Model Program is designed to meet the service needs of a variety of East Metro target districts/agencies. The St. Paul Public School strategy is that even though there are a rather broad spectrum of alternative programs and service delivery models in the St. Paul Schools for the Handicapped and special needs students, none of these are directed toward aggressively and with design to reach out into the streets and retrieve handicapped youth who have left school. The project target population apparently has not profited from the more currently available interventions. This new strategy will be developed and implemented. This Model Program, and O.S.Y., is based on the fact that for a brief period in the spring and early fall of 1975, a staff member was temporarily available and assigned the tasks of contacting some 150 "Unaccounted Fors". Unaccounted for students are those not able to be found at the present time by the districts computerized pupil accounting system. About half of these students were enrolled in educational programs. Of the remaining approximately 20% were willing to negotiate a return to school. Another 15% were interested but not ready to proceed immediately. And 15% indicated no interest. It is significant to note that almost all of the students contacted were dissatisfied with their present situation and felt they should do something to improve their status; and almost all stated a need to learn how to read and write better.

A special strategy will be utilized in making the first contact. The student will be called by phone during which the negotiator will explain the purpose of their efforts and try to make an appointment with the student. Many of the students in the past were surprised the school

was still interested in them. Some that were contacted in the morning, appeared at the staff member's office that same afternoon. The first negotiation period between the student and staff is critical. The planned intervention on behalf of the target population to be served in this project is based on a number of assumptions. Other assumptions will certainly become evident as the project is carried out. Nationwide, there have been efforts to assist out-of-school youth. The projects have attempted to relieve academic deficiencies, provide career opportunities, and "change the systems" that produced drop-outs. Some components of these projects have been effective and are being studied by the developers of this project.

Assumptions:

1.) The student is seen as profoundly discouraged about his ability to succeed in learning the basic skills. He wants to read and write and do mathematics better.

2.) The student is at an age where he or she perceives having a job and earning an independent living as high priority concerns and goals.

3.) The student needs to complete his high school education and higher education in order to survive in this society. A more current reality is that even higher education does not guarantee one a job any more.

4.) The project staff will encourage the positive participation of public and parochial school personnel.

5.) All staff participants will adjust to accommodate individual student needs.

6.) All staff participants will be good listeners.

7.) The project curriculum must be flexible and fluid.

8.) Student contacts by staff must be personal and face-to-face, whenever possible.

9.) Project staff must go where the student is e.g. on the streets, in the pool hall, in the home, etc.

10.) Project staff must continuously study and improve their counseling skills.

11.) Project staff must develop and utilize all existing resources to meet individual student needs.

12.) Project staff must make good all promises made to students.

13.) Project staff must practice what they preach.

14.) Project staff must be willing to give extra effort by working some evenings, for example.

15.) Some negotiated contracts will fail. Project staff will not give up. They will develop a new contract acceptable to the student at that time.

16.) The student is intelligent and has a mind of his own. Project staff will record the student's plan and help him carry it out.

17.) The student needs and desires self-respect. Project staff will always honor and respect all students in the program.

18.) Project staff will not create a whole new set of rules and requirements which serve to eliminate students from the project.

19.) For some students, the assumptions itemized above may be inaccurate and of no interest. If so, the project staff will adjust and accept the assumptions offered by the student and proceed accordingly.

B. The Model Program:

The OSY Program

The financial support for the OSY Program was assumed by the St. Paul Public School District #625. Since its initial funding the program has grown from servicing 0 students to providing services for 249 students. Of these families sixty percent (60%) are recipients of AFDC. The program was set up originally to serve students that had been out of school two years. This year, 1978-79, approximately forty percent (40%) of the students served reside in housing projects within the city. Seventy-five percent (75%) of the students are being raised by a single parent. Two percent (2%) of the students are currently residing by themselves. Thirty-five (35%) percent of the families have come to the attention of Ramsey County Welfare workers, nurses, physicians and the Child Abuse Team. A great many more families are considered "high-risk" due to the presence of chemical dependence of one or both parents and other serious problems related to poverty, unemployment, and lack of appropriate education.

The successful efforts of the OSY Program are attributed to: a.) the identification of students with special needs; b.) the implementation of classroom strategies and individual educational program planning for each student. These specific components will be emphasized in the outreach efforts to target agencies.

In its efforts to stimulate high quality services the Outreach team will also concentrate on awareness activities, eligibility for outreach services, needs assessments with target agencies, formal contract between Outreach and target agencies, implementation of contract, and evaluation of Outreach services.

As discussed previously the OSY Program has concentrated significantly on encouraging the development of high quality programs for the education of special needs drop-out students. Our outreach awareness efforts have stimulated much response in the form of inquiry letters, requests for the information and tours, and technical assistance both for ongoing and one-time presentations.

Criteria established for the selection of Outreach target agencies who are the primary focus of Outreach assistance for 1979-80 include the following:

1) submission of a letter of request for service with a completed checklist of needs
2) willingness to commit planning time of district administration and teaching staff
3) willingness to seek federal, state, or private funding or commit district monies to program initiation and continuation
4) willingness to contribute financially to the outreach assistance service agreement by providing travel expenses to their own target agency staff

The needs of the target agency will be assessed during an initial meeting with the Outreach team. At this time an informal contract will be discussed and the areas of service that will be provided by the Outreach staff will be determined.

C. Cooperative Efforts With Community Agencies, State Organizations, or Key Individuals

The OSY team has maintained close communication with the Coordinators for the Handicapped at the State Department of Education, Special Education and Vocational Education Sections. Most of the OSY target agencies are

members of a consortium called the East Metropolitan Special Education Council (EMSEC). This group of directors of special education meets bi-monthly. An outreach staff member will be acting as drop-out consultant to this body, and as a legislative liaison between EMSEC and the State Legislature. It was found last year to be very helpful to the special education directors to have a direct information source regarding legislative bills and public hearings related specifically to their special education interests.

Within the St. Paul Public School District, cooperative ventures are continuing this year. Adult Basic Education has increased their staff contribution of assistance in referrals to the OSY Program. This enables students with low level or non-functional reading abilities to improve their skills at the OSY Center for enhancement of their self-esteem. Student-parents may elect to prepare for their General Equivalency Diploma (G.E.D.) with the OSY teacher. Four student-parents obtained their diplomas in the 1977-1978 school year, and ten student-parents are expected to receive their diplomas in the 1978-1979 school year. A total of forty students are expected to graduate by June of 1979.

Another department of the St. Paul Public Schools, Adult Education via Y.T.E.P. is collaborating with the OSY Program to jointly fund a work program again this year. Their time availability has increased from one day per week in the OSY Program to two days per week.

B. Time Line, Projected Accomplishments:

First Quarter:

October, 1978

1. Assessment of Out of School Youth Service Provision needs
2. Planning for Service/Replication for 1978-79 school year
3. Communications to all Alternative Program and Agencies for 1978-79

November, 1978

1. Model Program staff recruitment
2. Review and preparation of computer lists on drop-outs
3. Maintain handicapped student recruitment
4. Recruitment of advisory committee members
5. Preparation of brochure

December, 1978

1. Continuation of service delivery to handicapped students (classrooms, work-experience, social services)
2. Contracting of new staff positions
3. In-service of all new staff
4. Start of the writing of a comprehensive plan for serving drop-out handicapped youth (see Objective I)
5. Start developing Individualized Education Plan for participating students (see Objectives II and III)
6. Continue recruiting/accepting students into the program (see Objective II)
7. Screening and assessment of students
8. Start follow-along service to students (see Objective III)
9. First meeting of advisory committee

Second Quarter:

January, 1979

1. Implementation of vocational assessment and planning (see Objective IV)
2. Start of job placements for participants

3. Implementation of Life/Survival Skills training (see Objective VII)

4. Start development of written materials outlining student/family contact approaches (see Objective VIII)

February, 1979

1. Maintain all activities of program
2. Develop plans for Summer In-service
3. Second meeting of advisory council

March, 1979

1. Maintain all activities of program
2. Prepare documents for student's carried into the program for graduation or G.E.D. certificates, and for those preparing to enter area Vocational-Technical Institute (see Objectives V and VI)
3. Conduct In-service for staff and advisory committee
4. Prepare student progress reports (see Objectives III and IV)

Third Quarter:

April, 1979

1. Maintain all activities of program
2. Start distribution of a brochure to the community and other East Metro districts/ agencies (see Objective IX)

May, 1979

1. Maintain all activities of program
2. Start photographing student participants in classroom and homebound components (see Objective X)

June, 1979

1. Maintain all activities of program by conducting Summer School
2. Prepare student progress reports (see Objectives III and IV)
3. Start preparation of documents for students preparing to receive a diploma, a G.E.D. or placement in an area Vocational/Technical Institute (see Objective V and VI)
4. Hold Graduation Ceremony, reception, and dinner for students, parents and staff
5. Take pictures of graduating services for sound-like presentation (see Objective X)

Fourth Quarter:

July, 1979	1. Maintain all activities of program by conducting Summer School 2. Review progress of Comprehensive Model Plan (see Objective I) 3. Start planning activities for Fall program 4. Plan for Fall parent/student/staff picnic
August, 1979	1. Maintain all activities of program 2. Hold staff in-service 3. Review all Individual Educational Plans with parents and students for returning students
September, 1979	1. Compile the Comprehensive Model Out of School Program Plan into a written manual (see Objective I) 2. Start enrollments for Fall program 3. Complete written booklet on student/family contact approaches (see Objective VIII) 4. Prepare end-of-year reports 5. Placement of graduates/G.E.D. into unsubsidized employment (see Objective VI)

1979-1980 School Year

First Quarter:

October, 1979	1. Evaluation of 1978-79 program year (as per Objectives 1-10) 2. Continue Fall program 3. Send out informational data to various East Metro districts and agencies (see Objective I) 4. Planning for Service/Replication for 1979-80 school year
November, 1979	1. Review and compilation of computer lists on drop-outs 2. Continue Fall program 3. Continue work on the slide-tape presentation for dissemination 4. In-service for staff

December, 1979	1. Continue services to students for 1979-80 school year
	2. Start developing Individualized Education Plans for new participants (see Objectives II and III)
	3. Recruitment of new students into program (see Objective II)
	4. Screening and assessment of new students

Second Quarter:

January, 1980	1. Continuation of same service provisions as January, 1979
	2. First meeting of advisory committee for 1980
February, 1980	1. Continuation of same service provisions as February, 1979
	2. Start collecting data on target district/ agency requests for use of Student/Parent Contact Approach Manual (see Objective I)
March, 1980	1. Continuation of same service provisions as March, 1979
	2. Finish first rough assembly of slide-tape presentation (see Objective X)
	3. First in-service for target district agencies (see Objectives I and X)

Third Quarter:

April, 1980	1. Continuation of same service provisions as April, 1979
	2. Completion of finished product slide-tape presentation (see Objective X)
	3. Develop a calendar plan for presenting this information throughout the districts involved in this program (see Objective X)
May, 1980	1. Maintain all activities of program
June, 1980	1. Maintain all activities of program

Fourth Quarter:

July, 1980

1. Maintain all activities of program by conducting Summer School
2. Start presentation of slide-tape document to all interested persons, districts and agencies (see Objective X)

August, 1980

1. Maintain all activities of program as per August, 1979

September, 1980

1. Maintain all activities of program as per September, 1979
2. Hold in-service session for target districts/ agencies

1980-81 School Year

First Quarter:

1. Evaluate first two years of program
2. Make appropriate changes to program to finalize Model Operation
3. Finalize all documents for replication/ dissemination
4. Start active/aggressive outreach for dissemination of Model Program information
5. Continuation of all program services outreach into all East Metro Districts on distribution of material

Second Quarter:

1. Workshop for interested East Metro districts/agencies
2. Presentations to various community groups in target district areas
3. Continuation of all program services

Third Quarter:

1. Documents on first two years' evaluation prepared
2. Evaluation documents disseminated to target area district/agencies
3. Workshop for interested target area district/agencies
4. Continuation of all program services

Fourth Quarter:

1. Collection of all data gathered under Objectives 1-10 for final evaluation

2. Preparation of evaluation summation

3. Final reports prepared for dissemination

4. Close of Model Program Research Replication Section of OSY

GEOGRAPHIC LOCATION

IV

IV. GEOGRAPHIC LOCATION

The geographic location for the Handicapped Out-of School Youth Model Program activities is within the East Metro part of the seven county Metro Area in the State of Minnesota. All of the eight target agencies are within a 35 mile radius of St. Paul.

The Open School in St. Paul serves as the location for the Handicapped Out-of-School Youth Model Program, with an auxiliary site at Washington High School for the evening part of the program. The Outreach part of the program would operate out of the Open School.

SCHOOL DISTRICTS BY AREAS

(1) MINNEAPOLIS

(2) ST. PAUL

(3) ANOKA
FRIDLEY
ST. FRANCIS
SPRING LAKE PARK

(4) BROOKLYN CENTER
CENTENNIAL
COLUMBIA HEIGHTS
FOREST LAKE
MOUNDS VIEW
ST. ANTHONY
WHITE BEAR LAKE

(5) INVER GROVE - PINE BEND
MAHTOMEDI
NORTH ST. PAUL - MAPLEWOOD
ROSEVILLE
SOUTH ST. PAUL
WASHINGTON COUNTY

(6) BURNSVILLE
FARMINGTON
HASTINGS
LAKEVILLE
RANDOLPH
ROSEMOUNT
STILLWATER
WEST ST. PAUL

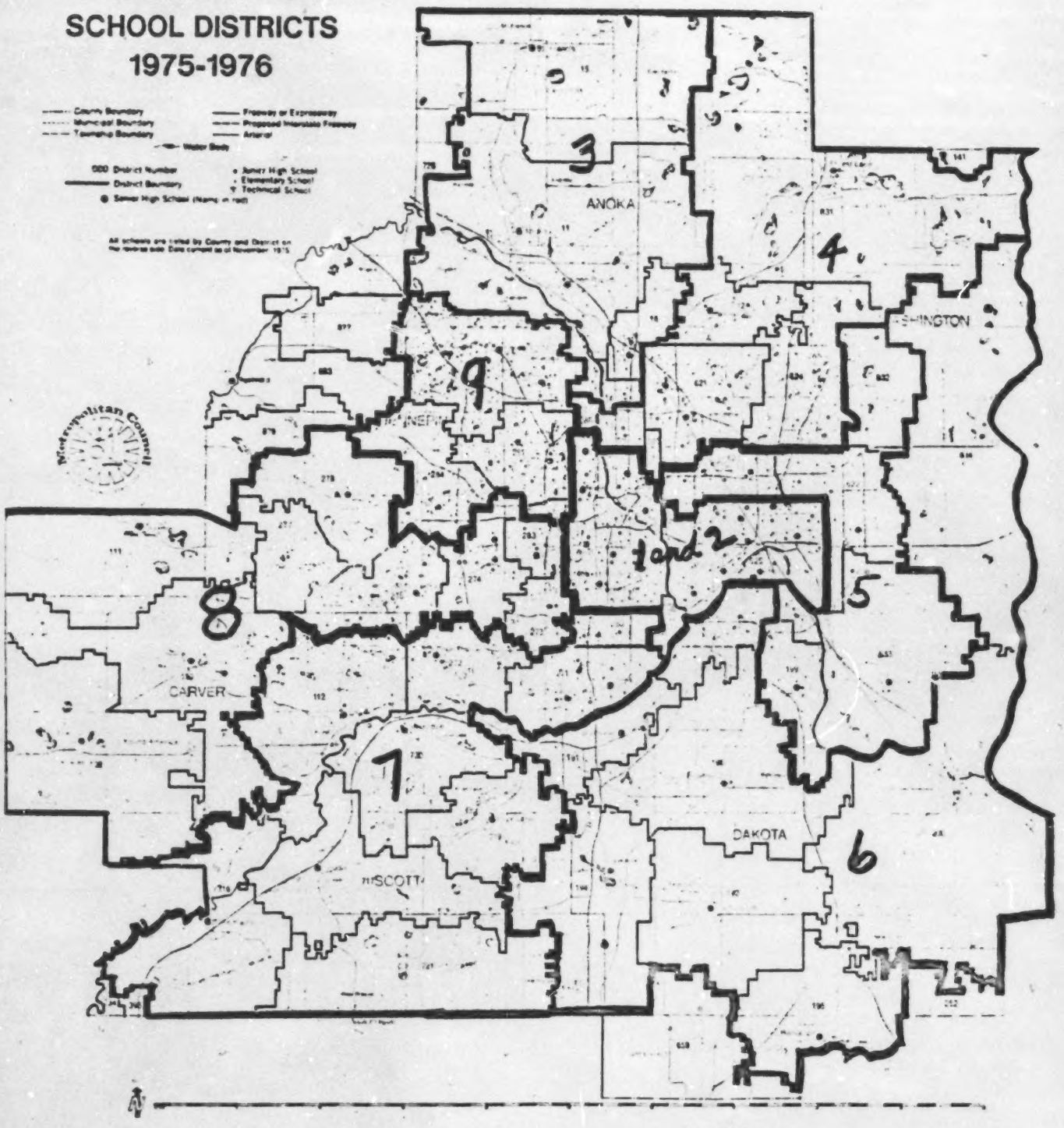
(7) BELLE PLAINE
BLOOMINGTON
CHASKA
EDEN PRAIRIE
JORDAN
NEW PRAGUE
PRIOR LAKE
RICHFIELD
SHAKOPEE

(8) EDINA
HOPKINS
MINNETONKA
WESTONKA
NORWOOD
ORONO
ST. LOUIS PARK
WACONIA
WATERTOWN

(9) GOLDEN VALLEY
OSSEO
ROBBINSDALE
WAYZATA

Twin Cities Metropolitan Area

SCHOOLS and SCHOOL DISTRICTS 1975-1976



APPENDIX F

APPENDIX F

OUT-OF-SCHOOL YOUTH PROGRAMS LITERATURE SEARCH

NEW YORK CITY STREET ACADEMIES

NOGALES (Arizona) EXEMPLARY PROGRAM

NORTON CITY (Virginia) CAREER EDUCATION

PADUCAH (Kentucky) PUBLIC SCHOOLS

COOPERATIVE DISTRIBUTIVE EDUCATION FOR DISADVANTAGED YOUTH IN Hartford, Connecticut

MINNEAPOLIS STUDENT SUPPORT PROGRAM

CHICAGO DROPOUT PREVENTION PROGRAM

PHILADELPHIA COOPERATIVE CAREER EDUCATION

SYLACUAGA (Alabama) SHELTERED WORK EXPERIENCE

NEW YORK CITY STREET ACADEMIES

There are fourteen separate Street Academies representing attempts to develop positive culturally different instructional models rather than the compensatory deficit disadvantaged models that are utilized by regular school programs. Program's primary goal was to retrieve high school dropouts and re-orient them toward re-entry and successful functioning within the mainstream. Instruction was in basic subjects of reading, mathematics, and english, and generally individualized or in small groups. Elective subjects dealt with history, political science, and ethnic history and culture. Extre-curricular activities were provided; drama, art, photography, and dance.

Most of the students prepared for the High School Equivalency Examination, entrance into prep schools, high schools, and some were motivated to attend college. Vocational guidance and job placement were available for students who did not wish to continue their formal education.

Nineteen of the students were interviewed and listed these as the reasons they liked the program; small classes, individualized instruction, no class bells to interrupt the lessons, lack of emphasis on rules, teachers had a personal as well as academic interest in the students.

This program is flexible and responsive to the needs of the individual student. Instruction is matched to the student, the student is not plugged into a predetermined curriculum.

NOGALES, ARIZONA PUBLIC SCHOOLS EXEMPLARY PROGRAM

The Nogales dropout prevention program included business, government, labor, and community groups in a collaborative program to provide intermediate and secondary schools with access to the resources of private and public employers. The primary objective of the project was to achieve a 50% reduction of the dropout rate. The project curriculum consisted of two main activities:

1. The student phase component which included work experience, career information, and career and placement services

2. The teacher-counselor in-service component which helped guidance and counseling personnel become more familiar with the world of work.

The Independent Study and Resource Center was organized to assist students with the solutions of problems that would enable them to complete their high school education and successfully enter a post-secondary career, whether it be a job or continued education. Problems addressed by the Independent Study Center were: teachers, family, drugs, money, job conflict, low grades, alcohol, pregnancy, not understanding classwork-math, science and english, problems of language-reading, writing or speaking, not understanding the teacher.

CAREER EDUCATION FOR NORTON CITY (Virginia) SCHOOLS

The Four I's Project included: intervention, introduction, investigation, and involvement.

The objective of the program was to significantly intervene (Intervention) in the lives of a group of youths by introducing (Introduction) them to a broad range of occupational information, by allowing them to manipulatively investigate (Investigation) several occupational areas, and by enabling them to become involved (Involvement) in actual work and learning experiences.

Students gained current occupational information via modern media and materials with manipulative skills provided through a cycling system which included masonry, carpentry, small engines, electricity, food services, commercial and domestic sewing, health occupations, and cosmetics. Intensive guidance and counseling was provided through group and individual counseling, guest speakers from the working community, and on-the-job visitations.

The National Advisory Council on Vocational Education reports the number of jobs which the unskilled can fill is declining rapidly. The number requiring a liberal arts college education is also decreasing, while the number demanding a technical skill is increasing rapidly.

Existing vocational programs fail to reach many students who drop out of school

before they are old enough to qualify for the vocational training programs available in the area. A long range solution to this problem is being tried in the Four I's Program that brings vocational training into the K-12 curriculum and then provides the service for older students who are the potential dropouts. There is an unfortunate cycle that repeats itself through generations: Low income earners...poverty...limited opportunities to learn...educationally disadvantaged children...and back to low income earners. This is especially true in Central Appalachia where only about one out of every two students entering first grade remains in school until formal graduation.

PADUCAH PUBLIC SCHOOLS, KENTUCKY

The manor objectives of this program are to reduce dropouts, to decrease suspensions, to increase attendance rate, to increase reading and math achievement, to decrease disciplinary referrals, and to improve self-concept.

1. Instructional - including personalized instruction in English, math social studies and reading.
2. Staff Development - including curriculum development and human relations training.
3. Student Services - including counseling, psychological-physical needs, home visitation, and parental involvement.

There was a 34.4% reduction in the dropout rate in Paducah, suspensions were reduced to an "acceptable" level, achievement gains occurred in reading and math, and student self-concept improved throughout the five-year period with the exception of 1973-74 at the junior high level.

This program included instruction for both the students enrolled and their teachers. There was also parental involvement. There was no vocational education component.

COOPERATIVE DISTRIBUTIVE EDUCATION FOR DISADVANTAGED YOUTH IN HARTFORD, CONNECTICUT

This program combines on-the-job work experience with related programs of youth activities and classroom instruction for young people ages 16 - 22.

2. Work-role approach that involves finding employment for the students. Each program has components dealing with education, counseling, vocation, recreation and research.

The students in the centers have psychologically dropped out of school although they may still be present physically. The students surface because of their school behaviors: disruptive behavior patterns, chronic truants, poor achievers in school, gang members. Students also have been in trouble with juvenile youth officers, have had more serious entanglements with the law and/or are returnees from state correctional institutions. These potential dropouts and delinquents attend the center's program on a part time basis for remedial academic work and supportive services.

PHILADELPHIA'S COOPERATIVE CAREER EDUCATION VENTURE

The program in two Philadelphia high schools is composed of three steps:

1. Career awareness - general orientation, development, motivation.
2. Career exploration - academic instruction, career expectation instruction, hands on work experiences.
3. Career specialization - on-the-job training, technical schools, community college.

Assumed in this program are the following:

* Effective changes in the behavior of adolescent delinquents can be achieved through an individual counseling relationship.
* Adolescents with delinquent character structures who are receiving effective therapy can benefit from concomitant tutorial efforts.
* Employment of the adolescent delinquent is a reality situation which affords the youngster an avenue for gaining needed self-respect and provides a reference point for other therapeutic techniques.

SHELTERED WORK EXPERIENCE CENTERED VOCATIONAL CURRICULUM - - SYLACAUGA, ALABAMA

The purpose of this program was to demonstrate practices found effective for working with socio-economically disadvantaged and other dropout-prone students.

Individualized, specialized education was provided along with training which was specifically relevant to their occupational fields. Where necessary, remedial instruction in reading and math was provided. This program provides an avenue for acquiring the Connecticut State Equivalency Diploma.

The unemployed, underemployed and otherwise disadvantaged youth are in need of the confidence developed by gradual attitudinal adjustment that will allow them to substitute a pattern of success for an experience of failure. This program attempts to meet this need through the individualized approach for each student.

MINNEAPOLIS PUBLIC SCHOOLS: TITLE VIII STUDENT SUPPORT PROGRAM

This program has three components: Education, Student and Family Support, and Work Experience. Although improvements were evident in all three program areas, the project has not shown a significant affect on the dropout pattern. Lack of attendance and tardiness still persist as common problems for many students in the program. According to the evaluation report, when staff decide to design an "ideal" program and try to match students to it, it cannot be responsive to the unique personal, cultural and academic needs of the participants.

CHICAGO PUBLIC SCHOOLS DROPOUT PREVENTION PROGRAM

Chicago has implemented two dropout prevention programs in five high schools. This Early Action Opportunity Center Program gives priority to identified potential dropouts who have records of entanglement with law enforcement agencies. Fifty percent of the students in the Chicago Receptions Center Program are returned from state correctional institutions or are on probation from juvenile court. The broad objectives of the centers are the prevention, control, and elination of delinquent behavior through innovative interaction activities correlated with a broad, comprehensive dropout prevention and crime reduction program.

There are two main approaches:

1. Community-organization approach that involves the home, school, special agencies, law enforcement agencies, and community organizations and institutions.

Program activities included:

1. Student counseling services to help appraise interests, aptitudes, and skills in realtion to occupational preferences.
2. A sheltered work experience vocational curriculum with vocational counseling services to assist students in developing entry level skills for commensurate occupations.

In-service training was conducted and programs developed in five areas: groundskeeping and landscaping, janitorial and custodial, domestic, food service, and maintenance service for building and equipment.